COUN 202 SEMINAR IN GROUP PROCESS - 3 units
Master Syllabus in Compliance with CTC Standards 2001

PREREQUISITES: Have taken and passed Coun 200: Counseling Techniques

COURSE DESCRIPTION
This course is a combination of didactic and experiential activities. Students are exposed to various theories of group work, the basics of group process, and professional and ethical issues involved in group counseling. The goal of the course is to provide an integration of concepts and skills. **This course is designed to ensure that students develop the following dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning in the area of group counseling.**

REQUIRED TEXTS
Corey, M. S., Corey, G., & Corey, C. (2010). *Groups: Process and practice (8th Ed.).* Belmont, CA: Brooks/Cole.

RECOMMENDED TEXT
Group Exercise book

SUGGESTED TEXT
Greenberg, K. R. (2003). Group counseling in K-12 schools. A handbook for school counselors. Boston: Pearson Education, Inc. **(For School Counselors)**
Yalom, I. D. & Leszcz, M. (2005) *The Theory and Practice of Group Psychotherapy* (5th Ed.). N.Y.: Basic Books **(especially for those in MFT & Rehab Programs)**

OBJECTIVES
1. The student will identify principles of group dynamics including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work **(CTC 9; CACREP IIG6a)**.
2. The student will describe group leadership styles and approaches including characteristics of various types of group leaders and leadership styles **(CTC 9; IIG6b).**
3. The student will describe theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature **(CTC 27; IIG6c).**
4. The student will describe group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (**IIG6d; IIG5b&c**).

5. The student will have direct experiences by participating as a group member in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (CTC9; **IIG6e**).

6. The student will identify approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups. **(CTC 9)**

7. The student will identify how group counseling in a school setting helps students overcome barriers to learning **(CTC 26)**.

8. The student will describe how core conditions and appropriate techniques are used to establish effective interpersonal communication within groups **(CTC 9, 13, 21).**

9. The student will do a search of the scholarly literature on conducting group counseling with a selected population and/or selected theory **(CTC 3)**.

10. The student will identify approaches used in working with persons from varied social, ethnic, and cultural diversity groups, including people with disabilities **(CTC 3, 9, 11, 13)** and evaluate attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster understanding of self and culturally diverse clients (IIG2b &d).

11. The student will identify counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

12. The student will identify ethical and legal issues related to group work and the professional standards for group leaders.

13. The student will describe the standards from the Association for Specialists in Group Work (ASGW) of the American Counseling Association (ACA).

14. The student will participate in a group experience and will apply theory to practice and participate fully in the process of group work **(CTC 9, 13).**

EVALUATION

Take Home Exam	300points
Reflection Paper	300 points
Research Paper	300 points
Attendance and Participation *	100 points
Total Points	1000Points

* You must attend all classes and be on time for both segments of the class to get the full 100-points. After 2 absences, points will drop by 10 points for each absence. Tardiness will result in points taken off for participation as well. If you weren't in the class, you didn't participate. You will not pass the course if you miss 4 or more classes (whether excused or not) due to the in-class experiential component of the course.

ASSIGNMENTS

I. Blackboard (BB)
The course syllabus, lectures, some reading assignments (H/O) and all assignments will be on Blackboard. I will use Blackboard for announcements such as updates and cancellation of class or office hour when needed. *It is up to you to make sure the most current information is on Blackboard*. **MAKE SURE YOU KNOW HOW TO USE BLACKBOARD**. View the blackboard tutorial guide link I included in one of the announcements. Call the digital campus office if you need further guidance at 278-7000.

II. Chapter Readings/Class Participation
Since this class is a seminar class, it is imperative that you keep up with the readings. The lectures on blackboard summarize the main points and/or elaborate key points from the

textbook and other relevant sources. Class time will be spent discussing and elaborating on reading materials. Active participation is expected. (NCATE 1.2). If you're not in class due to absence or tardiness, you will lose points for participation.

III. Group Research Paper

You will do a group research paper on either an aspect of group counseling or a particular theory of group counseling. Get into groups of 3 or 4 individuals from your program. Aspects include (**for MFT and Rehabilitation students**) but are not limited to: Group counseling with children/adolescents/the elderly; multicultural issues in counseling; group counseling for substance abusers, etc. *MFT Students should gear their papers to the use of groups in the marriage, and family therapy field and **rehabilitation counseling students** should gear their papers to the use of groups in rehabilitation counseling.* Theories include but are not limited to: psychoanalytic groups, humanistic groups, behavioral groups, etc. *Students in the M.S. Counseling and Student Services K-12, and Pupil Personnel Services Credential* will do a research paper on using groups with students (any age) in an educational setting to reduce barriers to learning. **CTC 3, 26 ,NCATE 1.2, 1.5, 1.8).**

The whole group turns in one research paper, but each of you is to write a reflection paper on the process of writing the group paper. How was the process from beginning to end? What ingredients are needed to complete a group paper? Which ingredients did your group have and which were missing? Which of these ingredients do you think might be needed in a group counseling session and why?   Were there any conflicts and why?

Your grade reflects the quality, completeness, and promptness of your assignments. The Research paper should be in formal writing and include the following.

- **Must be** in **APA format (including Title Page with Running Header, Abstract, Body of Paper, and References.)** Be sure to check the current APA Publication Manual for examples of how an APA paper looks like. It is to be free of spelling and grammatical errors. You should use headings (APA style) to divide sections of the paper.
- **Research Paper** should be **double-spaced, 12 point type**.
- Please make sure I approve of your research topics.
- MAKE SURE YOU UNDERSTAND WHAT CONSTITUTES PLAGIARISM. (I will spend some time in class going over this.) PLAGIARISM WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND AS A GRADUATE STUDENT YOU CAN BE EXPELLED FROM THE PROGRAM.

IV. Take Home Exam

This is an open book, open note take home written exam. Exam will be given a week before it's due. Each student should complete his/her exam individually and adhere to the university's honor code and cheating and plagiarism policies.

V. Reflection Paper

Examine personal awareness and reactions to readings, class discussions, and activities with respect to insights about oneself:

Summarize your reactions to the class group experience. **CTC 3, CTC 26** (These are the groups held during the second part of class.) You will answer the following questions using both personal experience and *concepts from text and class lecture*:

- What did you learn about yourself from participating in this group?
- What specific attitudes and behaviors could either help or hinder <u>you</u> as a group leader?
- Review your personal goals that you identified at the first session and assess the degree to which you have met these goals. Where might you want to go from here?
- What are some of *your potential* countertransference issues that may have surfaced? Think of countertransference **broadly**, such as feelings that may have come but were NOT expressed. How come?
- What are some specific skills that *you* acquired that will be useful to you as a group leader? How about as a group member?
- What did you learn about group process (i.e. the stages) from participating in this group?
- How would you describe the personality of your group?
- Anything else that you have learned from this experience that will help you in leading a group in the future?
- What stages did your group go through? What turning points characterized your group?

Course Schedule

The class will be divided into three sections. a) Discussion of readings and techniques—roughly during 1st 1.5 hour, b) Group Experience—2nd hour, and c) Processing of Group Experience—3rd hour. All students will be a part of a self-growth group/process analysis group. You will also lead at least one of the group sessions. This self-growth group is for you to gain experience as a group participant. It is vital for anyone who intends to lead a group to also know what it's like to be in a group. You are expected to participate and to share as much of yourself as feels comfortable. The more you know about yourself intrapersonally and interpersonally, the better a counselor you will be. THIS IS NOT A THERAPY GROUP ALTHOUGH IT CAN BE THERAPEUTIC. STUDENTS WILL CHOOSE GOALS TO WORK ON SUCH AS STRESS REDUCTION, BE MORE ASSERTIVE, ETC. THE CLASS WILL BE DIVIDED INTO 2-3 GROUPS. The instructor and teaching assistance(s) will be observing and supervising these groups. (CTC 9, 26)

Note: Lectures and Blackboard (BB) readings will be on Blackboard. Lectures will be posted in "Lecture" tab and readings (H/O) will be in the "Course Document" tab.

Week	Topic	Required Readings/Assignments
1/27	Syllabus/Basics Techniques * Group1: Forming groups and setting goals ***Sign up for group paper**	-*Blackboard (BB):* Basic Techniques & H/01

2/3	Types of Group Theories *Group2	-Ch.1 BB: Rogerian and Cognitive Behavioral Groups
2/10	The Group Counselor *Group3	Ch.2
2/17	Screening/Pregroup/Forming Group Initial Stages/Norms *Group4	Ch. 4 Ch. 5 BB: H/02, 3, 4
2/24	Here & Now Focus DVD on initial stage *Group5	Ch. 5 continues;
3/3	Ethics/Legal/Plagiarism *Group6	Ch.3 BB: ASGW Link ACA Ethics Code H/O 10, 11, 14
3/10	Transition Stage /DVD *Group7	Ch.6 BB: H/05,6,7 **Research Paper Due**
3/17	Working Stage & DVD on Working Stage (1st Program on DVD) *Group 8	Ch.7 BB: H/O5,8
3/24	Final Stages/ DVD on final stage *Group9	Ch.8 BB: H/O5,9
3/31	Spring Break—No Class	No class
4/7	DVD on Final Stage Dealing with Difficult behaviors (Challenges Facing Group Leaders) *Group 10	**Exam Given Out on blackboard**
4/14	Activities on Blackboard	No Class
4/21	Groups for Children *Group11	Ch.9 **Exam Due**
4/28	-Groups for Adolescents. Group 12	BB: H/O 12,13 Ch. 10
5/5	Groups for Adults *Group13: Discuss termination	Ch. 11
5/12	Groups for Elderly Class Eval.	Ch. 12

	Group 14: Discuss goals reached and left over issues	
5/19	Final Paper Due	**Reflection Paper Due**

The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Important note on assignments:
All papers/assignments are due at the beginning of class or at the time specified (see attached calendar). *Late papers/exams/assignments* will automatically have the final score reduced by one letter grade for each *day* (not class meeting) that the paper is late. No papers will be accepted 4 days after the due date without prior permission from the professor. In case of emergencies, the professor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies: Plan accordingly!!

Students with Disabilities: If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs. *Documentation of recommendations for accommodations from the Student Services Office should be submitted by the end of the second week of class to allow the instructor reasonable time to make accommodations.* Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Policy on Cheating and Plagiarism: Cheating and plagiarism will not be tolerated. Students are responsible for familiarizing themselves with University policies regarding cheating and plagiarism, which are stated in the current University catalogue. Additionally, student should refer to the Ethics Codes of the ACA, CAMFT, and AAMFT for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the APA *Publication Manual*.

Honor Code

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:
a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

For more details, please review the 2008-2009 University General Catalog, page 20 for a more detailed text related to the Honor Code.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www/csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Policy on the use of Electronic Devices in the Classroom (Adopted by the Counselor Education Program, 12-11-07): Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on "silent mode" (**not** "vibrate mode") upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

School of Education and Human Development	
Theme	Making a Difference in a Diverse Society: Leadership for a New Millennium
Vision	The School of Education and Human Development is committed to developing the knowledge, skills, and values for education leadership in a changing, diverse, and technologically complex society.
Mission	The mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.

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